

Foundation Subject Skills - Milestone 1 - Years 1 and 2

History	Geography		
<p>Investigating and interpreting the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>Building an overview of World history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>Understanding chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. <p>Communicating historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Investigating places</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. 		<p>Investigating patterns</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school. <p>Communicating geographically</p> <ul style="list-style-type: none"> Refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Refer to key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Music	Art		
<p>Performing</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. <p>Composing</p> <ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. <p>Transcribing music</p> <ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. <p>Describing music</p> <ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<p>Developing ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. <p>Mastering techniques</p> <p>Painting</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. <p>Collage</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials 		<ul style="list-style-type: none"> Mix materials to create texture. <p>Sculpture</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. <p>Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <p>Print</p> <ul style="list-style-type: none"> Use repeating or overlapping shapes.
ICT/Computing		DT	
<p>Coding</p> <p>Motion</p> <ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. <p>Looks</p> <ul style="list-style-type: none"> Add text strings, show and hide objects and change the features of an object. <p>Sound</p> <ul style="list-style-type: none"> Select sounds and control when they are heard, their duration and volume. <p>Draw</p> <ul style="list-style-type: none"> Control when drawings appear and set the pen colour, size and shape. <p>Events</p> <ul style="list-style-type: none"> Specify user inputs (such as clicks) to control events. <p>Control</p> <ul style="list-style-type: none"> Specify the nature of events (such as a single event or a loop). <p>Sensing</p> <ul style="list-style-type: none"> Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). <p>Connecting</p> <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. <p>Communicating</p> <ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. <p>Collecting</p> <ul style="list-style-type: none"> Use simple databases to record information across the curriculum. 		<p>Practical Skills</p> <p>Food</p> <ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. <p>Materials</p> <ul style="list-style-type: none"> Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>Textiles</p> <ul style="list-style-type: none"> Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <p>Electronics</p> <ul style="list-style-type: none"> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). 	
PE		MFL (optional)	
<p>Games and Athletics</p> <ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. <p>Dance</p> <ul style="list-style-type: none"> Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. <p>Gymnastics</p> <ul style="list-style-type: none"> Copy and remember actions. 		<p>Reading</p> <ul style="list-style-type: none"> Read out loud everyday words and phrases. Use phonic (or logographic in Mandarin) knowledge to read words. Read and understand short written phrases. Read out loud familiar words and phrases. Use books or glossaries to find out the meanings of new words. <p>Writing</p> <ul style="list-style-type: none"> Write or copy everyday words correctly. Label items and choose appropriate words to complete short sentences. Write one or two short sentences. Write short phrases used in everyday conversations correctly. <p>Speaking</p>	

- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.

Swimming

- Swim unaided up to 25 metres.
- Use one basic stroke, breathing correctly.
- Control leg movements.

- Understand a range of spoken phrases.
- Understand standard language (sometimes asking for words or phrases to be repeated).
- Answer simple questions and give basic information.
- Give responses to questions about everyday events.
- Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.

Understanding culture

- Identify countries and communities where the language is spoken.
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.
- Show awareness of the social conventions when speaking to someone.